

Explore Camp Patch Program

Camp Brighton
Woods
Patch Activities



About the Explore Camp Patch Program

The Nation's Capital "Explore Camp" Patch Program encourages Girl Scouts to get outdoors and take part in Girl Scout traditions while discovering the unique features of each of the eight camp properties. Girl Scouts who complete this patch program will hone their eight basic outdoor skills which helps improve their nature connectedness, outdoor literacy and support positive and environmentally conscientious experiences. The eight outdoor skills that each Girl Scout will learn are as follows:

1. **Outdoor Manners**
2. **Be Prepared**
3. **Know Your Knots**
4. **Outdoor Tools**
5. **Fire Building**
6. **Outdoor Cooking**
7. **Stay Safe**
8. **Find Your Way**



A ninth skill, Girl Scouts Traditions, accompanies the eight basic skills so youth can also experience the outdoor and camping traditions in Girl Scouting.

This program is appropriate for Girl Scouts of all levels. Girl Scout Cadettes, Seniors, and Ambassadors with more camping experience are encouraged to not only complete the activities but also test their skills by completing the "Challenge Mode" variations available with the activities.

Youth members will complete all eighteen activities listed in the program to earn the Explore Camp Main Patch. The activities can be completed in any order but we recommend completing the first activity in "Know Your Knots" to help track your progress. After earning the main patch, Girl Scouts may earn the other eight patches in the program which focuses on one of the eight Nation's capital camp properties.



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Camp Brighton Woods

Camp Brighton Woods is a 60 acre property located in Brookville, MD. The camp was formed in 1958 and since then has been a popular spot for troops and a home for three summer camps.

History of Brookville, MD:

While the camp is popular with modern Girl Scouts, Brookville Maryland is a historically important place in the fabric of America. Brookville was founded in 1794 by Richard Thomas Jr and his wife, Deborah Brooke Thomas a devout Quaker family who built their home on 248 acres. Over the next few years they sold plots to other Quaker families thus establishing the town of Brookville in 1808. The town of Brookville and its neighboring town of Sandy Springs made up a thriving and growing Quaker community where Sandy Springs was the religious center and Brookeville was the center for trade and commerce.

In 1812, war broke out between the United States and Great Britain as a result of ongoing conflict between France and Great Britain and conflict over United States maritime trade rights. From 1783-1812, British parliament issued "Orders in Council" which declared any merchant ship bound for French ports was subject to search and seizure. Between 1807-1812, the British seized approximately 400 American merchant ships and subjected 6,000-9,000 American crews into service with the British Royal Navy. In retaliation, the United States declared war on Great Britain in 1812 and set to invade Canada during the summer of 1812.

The war of 1812 was a relative disaster for both sides, neither side able to get a distinctive victory over the other. However in August of 1814 the British forces captured and burned Washington, DC. The government and many of its citizens fled the capital to find safety in the surrounding areas. On August 26, 1814, President James Madison rode into Brookville where he spent the night before returning to D.C the next morning. His stay made the town of Brookville, "U.S Capital for a Day" something the town still boast proudly.

Brookville, MD and the surrounding area would once again become an important part of American history during the time of the Underground Railroad. Sandy Spring, the town associated with Brookville, had a highly progressive population for its time. By 1820 many of the Quakers in the area had freed their slaves creating a significant free black population in the area. This population of freed black peoples, slaves and some sympathetic Quaker families became the backbone of the Underground Railroad in Montgomery County, MD.

The act of fleeing from slavery was a dangerous one and put everyone involved in great danger. One example of a documented escape from Rockville, MD was of a young girl named Ann Mariah Weems. She was approximately 15 years old when she escaped out of Rockville by disguising herself as a young man and accompanying a sympathetic white doctor on his travels until she successfully made it to Pennsylvania and safety.

Find Your Way

Activity #1: Trail Sign Adventure

Have you ever noticed road signs on the side of the road when you're in a car? Those signs give you information about where to go or what's coming up next. That's the same way that trail signs work, too. **Design and go on a trail adventure using trail signs.**

Supplies:

- Your trail sign image list (on the next page) which can be cut out and used as a bookmark.
- Rocks, sticks, pencils, etc.
- Something small for each group to hide.

Directions:

1. As a group go over each of the trail signs and review their meaning.
2. Break youth into a small groups, have them work together to practice testing and reading trail signs.
3. Once everyone has had a chance to get familiar with their trail signs, have each group take their "something small" and hide it.
4. After hiding their item, have them create a path using the trail signs leading back to their object.
5. Have the groups switch and have them try to follow another groups trail to find the hidden item.

Discussion Questions:

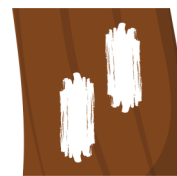
- When and why could trail signs be useful?
- After creating and using your own set of trail signs, how did you feel about using them to communicate? Are there modern methods we use to communicate which would change the challenge of it?
- Thinking about our Leave No Trace principles, how do you think trail signs fall into them?

What Trail Signs Are There?

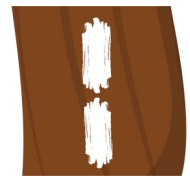
Hiking trails are marked in different ways depending on the type of trail. One of the most common ways is **blazing**. This is when marks are painted on trees or rocks to guide the way. Often, the main trail will be blazed in **WHITE**, while side trails are often in **BLUE**.



Continue ahead



Right turn
(opposite for left)



Pay attention: turn coming up

Blazing causes a permanent change to the nature, so you should not do it without permission. In this activity, you will learn how to make trail signs that are more easily cleaned up after your hike.



Find Your Way

Trail Sign Adventure

Trail Signs	
Straight Ahead	
	OR
Turn Right	
	OR
Turn Left	
	OR
Turn Around and Go Back	
Do Not Go This Way	
	OR
# Paces This Direction	Camp This Way
Danger	End of Trail

Find Your Way

Activity #2: Read Nature like a Compass

In addition to people being able to create trail signs to navigate around the woods. Nature creates many different signs we can use to help us find our way when we are out in the woods. Get outside and see if you can find some of these nature signs to navigate.

Nature Compass Signs:

- **Trees:** more branches grow on the sunnier side of the tree aka southern side! South facing branches also grow out more horizontally while northern branches grow more vertically.
- **Moss:** grows on the north side of hard surfaces like rocks and trees because the north side is damper and darker.
- **Ants:** generally ants will build their colonies on the south side of rocks and trees because it is warmer and better insulated from the weather.
- **Fruits:** plants which fruits will generally have more abundant and mature fruit on their southern side.

Supplies:

- None!
- Compass (optional)

Directions:

1. Prior to heading out into the woods, review the different ways nature can be used to determine the cardinal directions.
2. Break the youth into small groups and spread out in a natural area.
3. Encourage them to work together to look for evidence of those nature clues to determine the cardinal direction.

Discussion Questions:

- What was your experience with using nature signs to determine the cardinal directions?
- How might these skills be useful while you are out in nature?
- Where there any signs which you thought were easier to identify or harder?



Find Your Way

Challenge Mode#3: Sun Compass

Nowadays we have compasses and electronic maps that help us orient ourselves. But what if you want to orient yourself without modern technology? You can use the sun to find your way! The sun was the earliest method of orientation, and you can use it to track shadows and find your way. **Make your own sun compass and use it to find the four cardinal directions.**

Supplies

- 3 very straight sticks: 1 that is at least 2 feet long, and 2 that are at least 6 inches long
- 3 or more rocks/pebbles

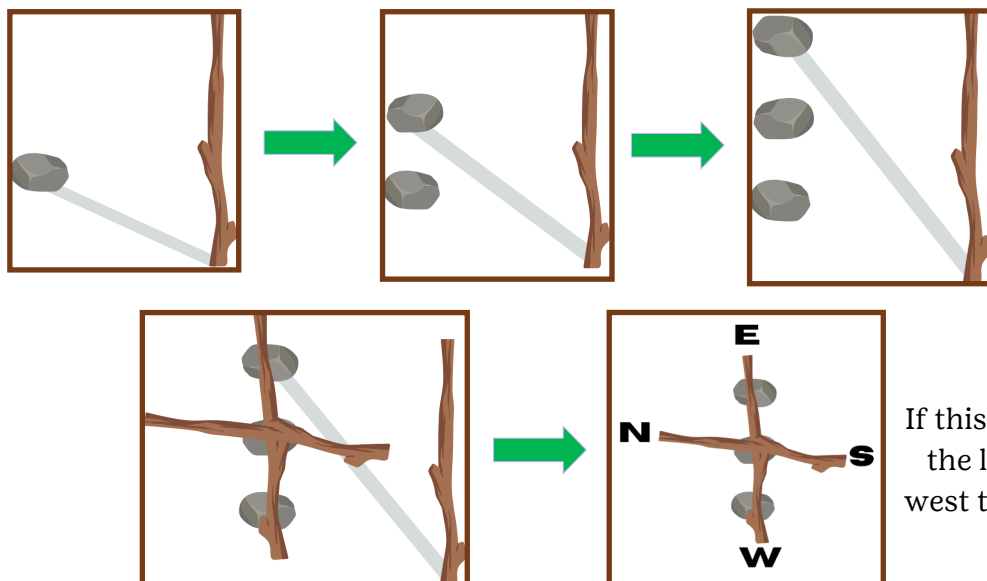
Making a Sun Compass

- Find a level area in direct sunlight. Push the long stick into the ground so that it sticks straight up.
- Find the edge of the stick's shadow, and mark it with a rock.
- Wait 30-45 minutes, and then check the compass. Mark the new end of the stick's shadow with another rock. Repeat this process 1-2 more times.
- Use your shorter sticks to "connect the dots." This is the east/west line of your compass. The line goes east to west in the AM, and west to east in the PM. Add a perpendicular stick to create the north/south line. You are now oriented!

Discussion Questions

- Was this activity easy or difficult? Why?
- In what situations could a sun compass be useful?

Afternoon Example



If this was morning, the line would go west to east instead.

Hike

Navigate the Night

Just like the sun, the stars are always in the sky, even if we can't see them. Before compasses, people used stars to guide their way. Polaris, also called the North Star, is the only star in our sky that doesn't move throughout the night.

Using the Night Navigation cards, learn about constellations that can help you find the North Star, and practice using them to orient yourself.

Supplies

- Night Navigation cards 1 & 2 (found on following pages)
- Compass (optional)
- Your night vision! Find a place with no light pollution and a clear view of the sky, and give your eyes some time to adjust.

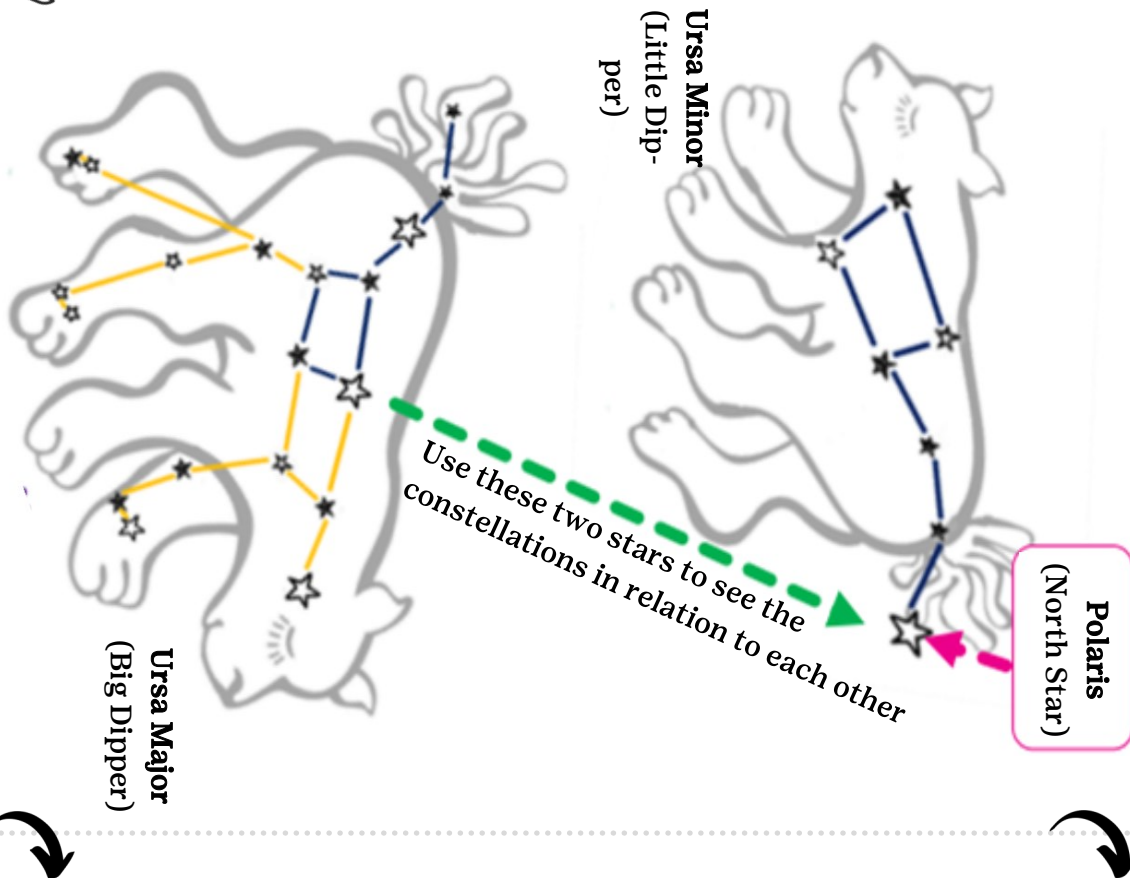
Night Navigation

- In the event of cloudy or inclement weather, you may want to do this activity at a different time or location.
- Divide into small groups (older Girl Scouts) or do this activity as a group (younger Girl Scouts).
- Read the stories on the night navigation card, then search the sky to find Polaris

Discussion Questions

- Was it easier to spot the Big Dipper or the Little Dipper?
- Pick your own combination of stars in the sky and make up a constellation of your own. Share your constellation with your group.





Night Navigation Card #1

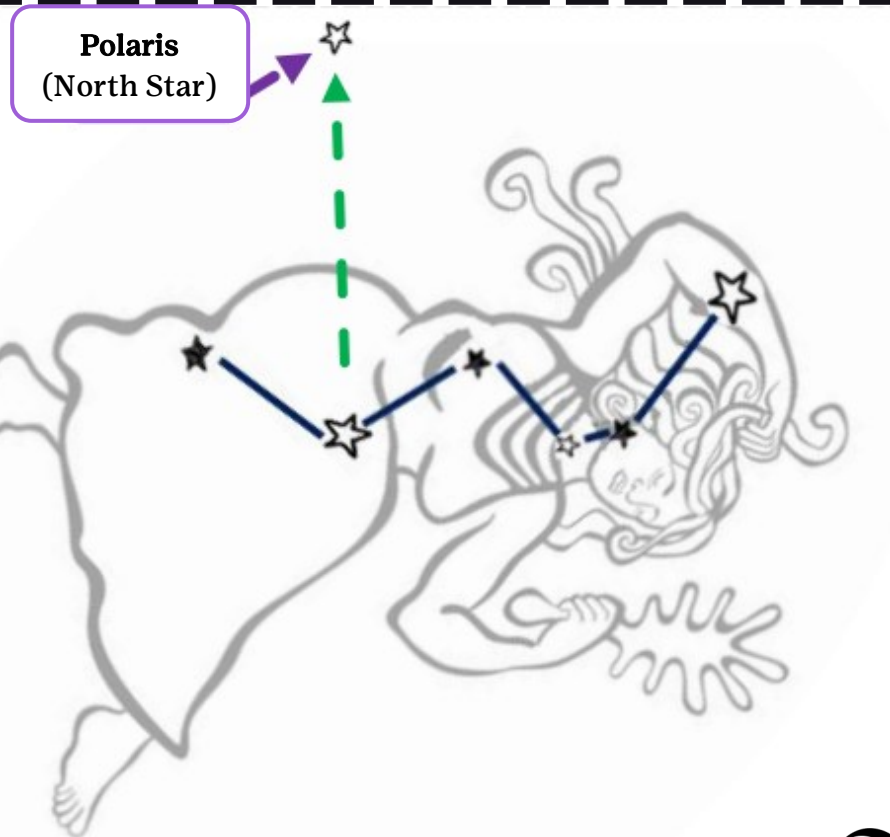
Ursa Major and Ursa Minor (Big and Little Bear)

The constellations of **Ursa Major** and **Ursa Minor** are named after bears! **Ursa Major** means “great bear,” and **Ursa Minor** means “smaller bear.” These constellations have been looked at by humans for thousands of years. It is hard to see the bear shapes, but easy to spot the ladle shaped **asterism** inside the bears, called the **Big Dipper** and **Little Dipper**.

Why bears? These constellations got their name from a story about the Greek gods: Zeus, the king of the gods, fell in love with a nymph named Callisto, and they had a son named Arcas. This made Hera, the goddess of the family, angry, so she turned Callisto into a bear. One day, Arcas saw a bear in the forest and it tried to hug him! He didn't know it was his mother. Zeus told Arcas what had happened, and Arcas wanted to stay with his mother. So Zeus turned Arcas into a bear as well, and flung both Arcas and Callisto into the sky by their tails.

The North Star (Polaris) is at the end of the Little Dipper. If you find the Big Dipper first, use the two stars at the end of the ladle's cup to point to the Little Dipper. Polaris is in the sky above the North Pole, and never moves; all the stars rotate around it at night.

Asterism: A pattern or group of stars that is easy to recognize.



Night Navigation Card #2

Cassiopeia (The Fallen Queen)

Cassiopeia is also a constellation that humans have identified in the sky for thousands of years. Like the Big and Little Dippers, Cassiopeia moves in a circle around Polaris throughout the night. The main stars of this constellation form a “W” shape in the sky and are easier to find. With a little imagination, you can see how they look like a queen on her throne.

How did she get in the sky? The constellation of Cassiopeia is named after a mythical queen from ancient Greece. She was married to King Cepheus. Cassiopeia thought she was the most beautiful person in the world, even prettier than the gods. This made Poseidon, god of the sea, very angry. Poseidon and Zeus sent Cassiopeia into the sky as a punishment for caring about nothing but her looks.

Finding the North Star (Polaris) Cassiopeia is always on the opposite side of Polaris than the Big and Little Dippers. This means she may be easier to find if you can't see the Dippers. Once you find Cassiopeia, find the first divot in the “W” shape, and you'll see Polaris.



Night Navigation Card #3

Measuring Angles & Finding Your Latitude

Sailors also used Polaris to find their latitude by holding out their arms straight in front of them, and stretching their thumb all the way, with the tip on the horizon. The angle formed from the horizon to the North Star was their latitude. Moana uses this same skill while steering her outrigger canoe!



When measuring degrees in the sky, use your fist and fingers to help you find the closest measurement. Use the image to help you.

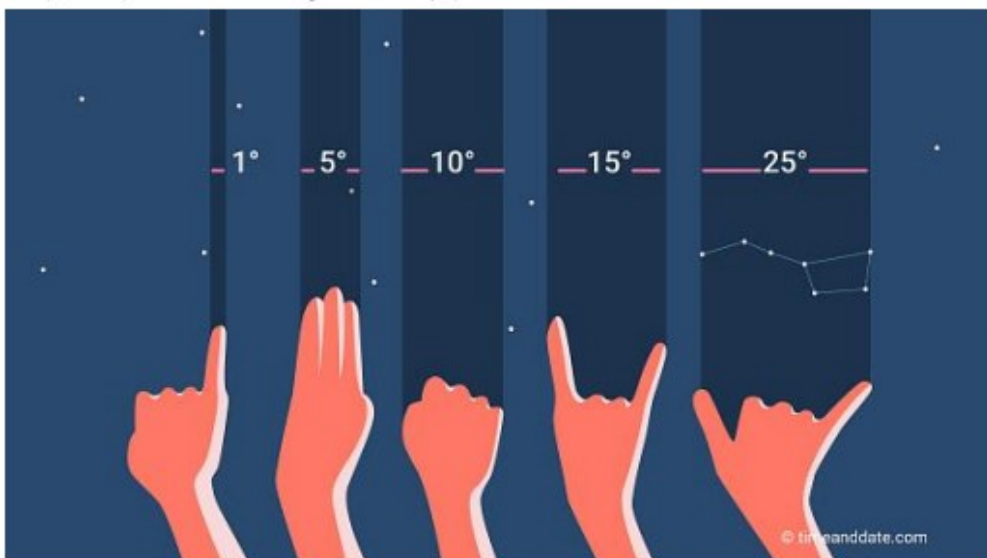
How far apart are the Big and Little Dippers?

What is the latitude of Camp Brighton Woods?

How much bigger is the Big Dipper than the Small Dipper?

How wide is Cassiopeia?

*What is **Latitude**?* It is the angular distance of a place north or south of the earth's equator. Camp Brighton Woods' latitude is 39°.



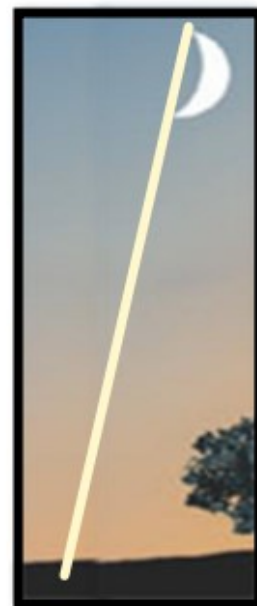
Night Navigation Card #4

Moon Navigation

The moon travels from East to West. If you watch the full moon travel across the sky you will have a general idea of East and West. But what do you do if it isn't a full moon? Use the points of the moon to and a straight stick (or your imagination!) to help you find South!

Use the stick to make a straight line that connects both points to the horizon (see image). Where the stick touches the horizon is roughly south!

Now, use your compass knowledge to determine the other 3 cardinal points. If you have a compass handy, double check that you are correct.



Nature/STEAM

Astronomy: History of the Stars

Astronomy is the study of everything in the universe beyond the Earth's atmosphere. Scientists studying astronomy examine everything from the sun, moon, planets and stars. There are seven big ideas to know:

1. People see patterns in the night sky and want to explain them.

Ever since the begin of humankind, people have noticed patterns in the sky. Early people called these patterns, constellations, were noticed to change their place in the sky but never their shape. People told stories and created theories about how these came to be.

2. The sky is big and the distance between objects is very, very big.

To the naked eye, the stars look like tiny dots, but stars are actually giant. The big, burning balls of gas appear so small because of how far away they are from us. The nearest star to our solar system is 20 trillion miles away. Also while stars may appear to all be the same distance away like they were pasted on a piece of paper, that actually isn't the case. Stars are tens of thousands of light years apart and varying from distance to distance.

3. Everything in space is moving all the time.

While we feel like we are sitting still, everyone and everything is moving through space incredibly fast. The earth is moving or orbiting around the Sun at 67,000 miles per hour. And the sun is moving around the center of our galaxy at 490,000 miles per hour. And our galaxy, the milky way is moving around 872,405 miles per hour. So everything is moving so fast!

4. Gravity holds everything together.

Have you ever heard the story of Einstein getting hit in the head by an apple and discovering gravity? Well, gravity has existed forever and is the reason that we all don't float away off the planet. An object's gravity depends on its mass, which is how much matter or "stuff" something is made of.

5. There is more to light than the eye can see.

Light is the form of energy called electromagnetic radiation. The reason we see objects is because they reflect or bounce light into our eyes. There is a whole spectrum of electromagnetic radiation and our eyes can only see a tiny portion of it. The portion called visible light is the wavelengths we are able to see as colors. Examining different wavelengths of light is one way that we can study different types of phenomenon in our universe.

Nature/STEAM

Astronomy: History of the Universe

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6. There is mysterious, invisible stuff in the universe.

Dark matter and dark energy are special instances of phenomenon's in the universe that scientists don't currently understand. Dark matter doesn't give off light like other matter but scientists know its there because it has gravity. Dark energy is a mysterious pressure which is the opposite of gravity pushing matter apart.

7. It takes a team of people to learn and study the universe.

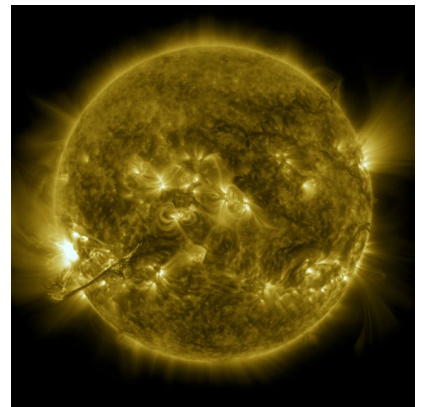
Just like are many types of doctors, there are many different types of astronomers studying our universe. While some astronomers look through a telescope and collect data from what they can observe there are other astronomers who study astronomy theories and some who study supposed alien biology.

In addition to understanding the seven big ideas about astronomy there are a few major bodies which scientist often study such as: stars, planets, moons and galaxies.

Stars:

Stars are giant rotating balls of gas which create energy deep within their core. The energy is cast off from the center of the star as heat and light. Our sun is a star and the Earth benefits from both its heat and light in order to make life possible.

Stars come in all shapes and size. The size, color and temperature of a star helps astronomers classify each star into different categories. Our sun is categorized as a yellow dwarf which means it is a medium sized star which gives off a yellow coloration. Different color and sized stars will have different names such as red giants, white dwarfs, neutron stars, and red dwarfs.



Planets:

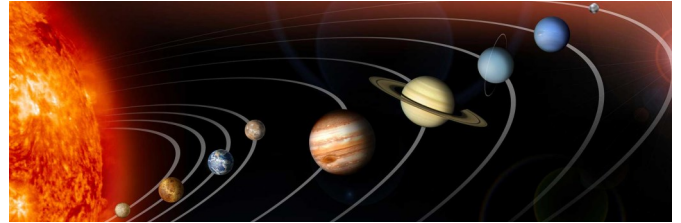
The definition of a planet has changed many times over the course of history but the modern definition of a planet is a celestial body that orbits a sun and has enough mass to keep its rounded shape and clear debris from around itself.

With this definition, our solar system has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. In our solar system the planets are sorted into two categories: rocky planets and gas

Nature/STEAM

Astronomy: History of the Universe

planets. Rocky planets have a hard outer crust which create a well defined surface. The rocky planets in our solar system are Mercury, Venus, Earth and Mars. Gas planets lack a defined surface instead there is not boundary between the surface of the planet and the atmosphere.



Moons:

Moons are naturally-occurring celestial bodies that orbit a planet. The best known moon in our solar system is of course, our moon and is simply called the moon.

Moons form when dirt, gas and space debris get caught in the gravity of a planet and condenses down over time into a moon. Earth's moon is believed to have been created when a large object hit Earth during its formation and caused a chunk of our planet to break off forming the moon.

In our solar system there are many moons however, according to NASA there are 293 different moons orbiting planets in our solar system:

- One for Earth
- Two for Mars
- 95 for Jupiter
- 146 for Saturn
- 28 for Uranus
- 16 for Neptune
- 5 for the dwarf planet, Pluto

Galaxies:

Galaxies are all the stars, planets, clouds of dust and gas which are bound together by gravity. The largest galaxies contain trillions of stars and can be millions of light-years across. Galaxies come in a variety of shapes: spirals, ellipticals and irregular.

The galaxy Earth is in is called the Milky Way. It is called that because of how it looks from our perspective on Earth in the sky. The Milky Way is a spiral galaxy with a disk that spans 100,000 light-years. Earth and it's solar system is located on one of the galaxy's arms, it is almost like living in the suburbs of our galaxy. In areas where there is little light pollution the milky way is actually visible as a band of light that arcs across the sky. This arch is actually the central disk of our galaxy.

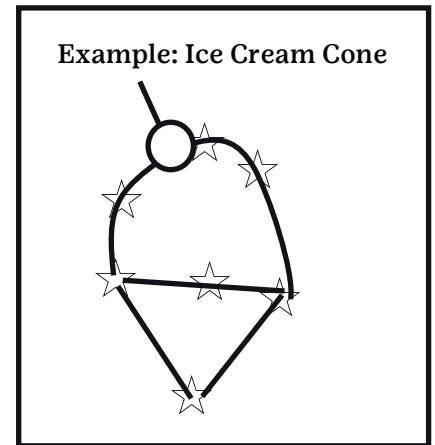


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Activity #1: Shapes in the Stars

For as long as people have existed, humans have been fascinated by the stars. For much of human history there is evidence people have looked at the stars and found patterns which they created stories around. These patterns of stars became known as constellations. Read a story about one of the common constellations in the sky to learn about a constellation you can find if you look in the sky.

Using the provided worksheet, connect a number of stars to create your own constellation. Don't forget to make up a story about your constellation.



Supplies:

- Constellation story
- Constellation worksheet
- Coloring and Writing Materials

Directions:

1. Start by reading the constellation story as a group. If possible you can go outside to look for the constellation if happening at night.
2. After reading the story, decide whether the youth will be working individually or in small groups. If working individually, give each child a constellation sheet. If working in small groups give each group one sheet.
3. Allow the youth to make up a constellation of their choosing using as many or as few stars as they desire.
4. After they have drawn their constellation, allow them time to either think of or write down a constellation story.
5. In a group, allow everyone who is interested to share their stories with one another and show off their constellation.

Discussion Questions:

- What did you think about creating your own constellation and story about it?
- Why do you think past cultures did this so often? How does that make you feel?

Nature/STEAM

Quillwork Girl and Her New Seven Brothers

Cheyenne Legend about the Big Dipper (Ursa Major)

There once was a girl who was known for her handiwork. She made beautiful embroidery decorated with porcupine quills. She was known by her village as "Quillwork Girl".

Quillwork Girl had no brother and no suitors. It was a surprise to everyone when one day she started making men's clothing. It took her a whole month to sew and decorate the outfit. When it was done, it was magnificent. But Quillwork Girl was not finished. She sewed and embroidered six more sets of clothes including a small outfit meant for a boy.

"What are you planning to do with those clothes?" her mother asked her. Quillwork Girl told her that she was going to live far away with her seven brothers.

"Don't be sad," she said. "One day, you will see me with my brothers again. And you will be very proud. So Quillwork Girl packed up the clothing and left her village in search of her new life.

Finally she came to a river. On the other side she saw a little boy. "I've been waiting for you," said the little boy. "You are going to be my sister."

The little boy loved his new clothes and his new sister. "I have six older brothers," he said. "and when they come home from hunting, they are going to be please to see you."

Just as the little boy predicted, the brothers were overjoyed with their new sister, the clothes she had made for them and the delicious dinner she

cooked. They lived together happily until one day...

A bison calf appeared at the tipi. "We've heard about the wonderful new sister who has come to live with you," he said. "and we want her for ourselves." The brothers said no, and told the bison to leave. Bigger and bigger bison came with the same request and the little brother turned them all down. "We will never give our sister away," he said.

Then one day, they heard a thunderous pounding of hooves. Old Bull, the biggest and fiercest bison of all was on his way.

"Do something!" Quillwork Girl begged her little brother. He pulled his bow and shot an arrow into the nearby tree. The tree began to grow towards the sky and the girl and her seven brothers jumped into its branches just in time.

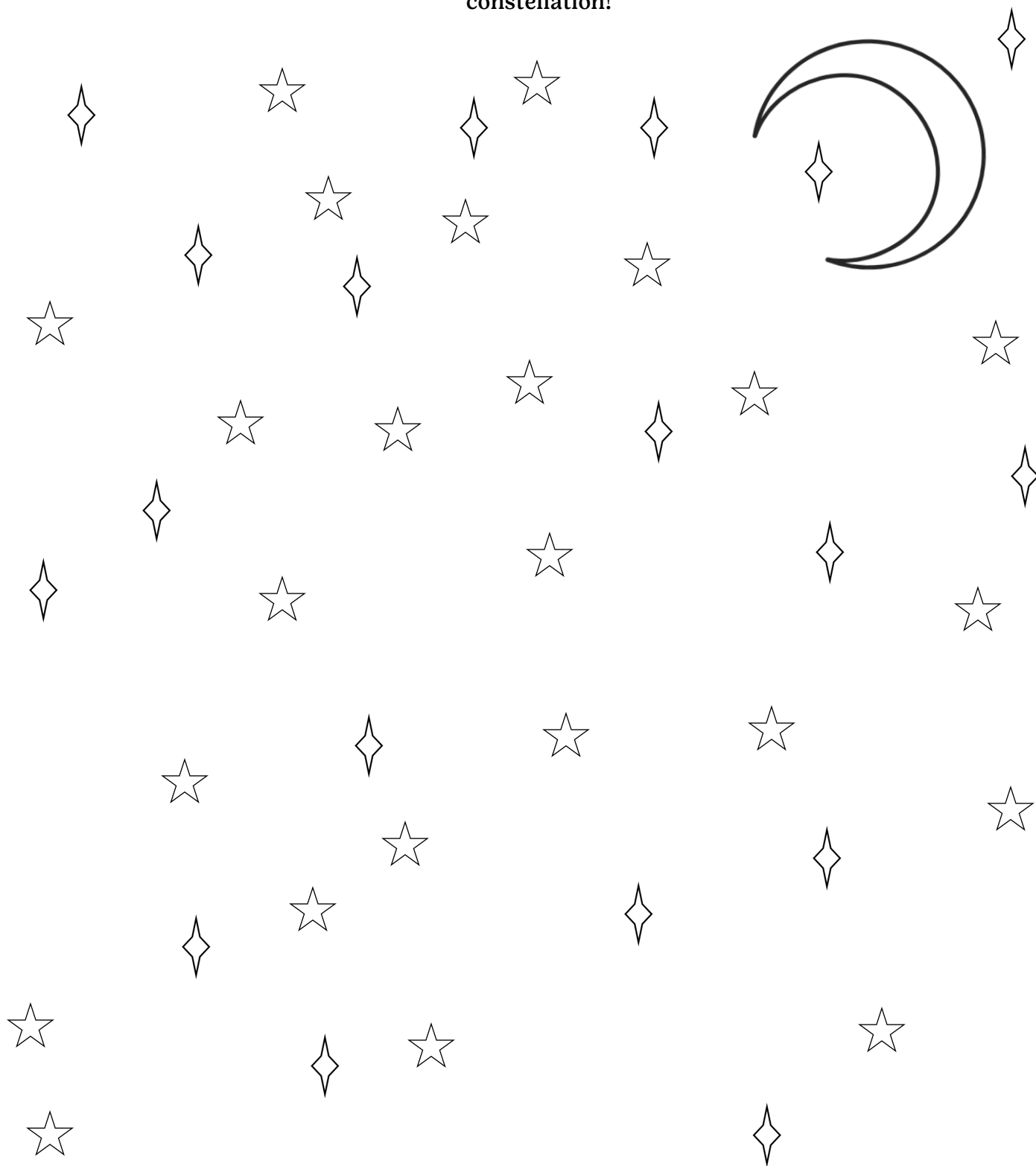
But Old Bull was very strong. He butted his big head against the tree and the tree began to sway. Little brother shot another arrow into the tree and it grew even higher. Just as the tree began to fall, Quillwork Girl and her brothers jumped from the branches into the sky and became stars.

They are still there today. Close to one of the big stars is a tiny star. That's the little brother and his beloved sister walking hand in hand.

Story From: Smithsonian National Museum of American Indian

Make Your Own Constellation

Take a look at this night sky! Connect some of the stars together to create your own star constellation!



Nature/STEAM Activity

Activity #2: Flashlight Constellations

Sometimes the weather doesn't cooperate with plans to go star gazing. Discovering and exploring the stars can be brought inside by recreating constellations with construction paper and a flashlight.

Supplies:

- Pencil
- Black or dark construction paper
- Flashlight

Directions:

1. Take the top part of the flashlight and trace it so the disks fit the top of the flashlight.
2. Take scissors and cut the circles out and check them against the flashlight (you might have to cut them slightly smaller so they fit into the flashlight space).
3. Pick your favorite constellation and use the pencil to mark on the paper with dots the stars in the constellation. This might take a few times to get right.
4. Use the pencil to then punch out the holes in the paper. Recommended to punch from one side and then do the other side to make sure there are no bits of paper blocking the holes.
5. Place the disks on the flashlight and turn the flashlight on. You will need to move the flashlight closer and further away from the surface of the wall depending on the strength of the flashlight to bring the constellations into focus.
6. Optional: Have groups tell each other a constellation story or make one up based on their favorite constellation.

Discussion Questions:

- What constellation did you pick and why?
- Can you come up with a different story for your constellation?



Nature/STEAM

Activity #3: Sky Journal

Looking up at the sky can sometimes feel like looking at “Where’s Waldo”. But if you take your time and are careful you can find constellations within the backdrop of the stars and you can also find planets and other celestial bodies.

Go outside on a clear dark night and create your very own sky journal.

Supplies:

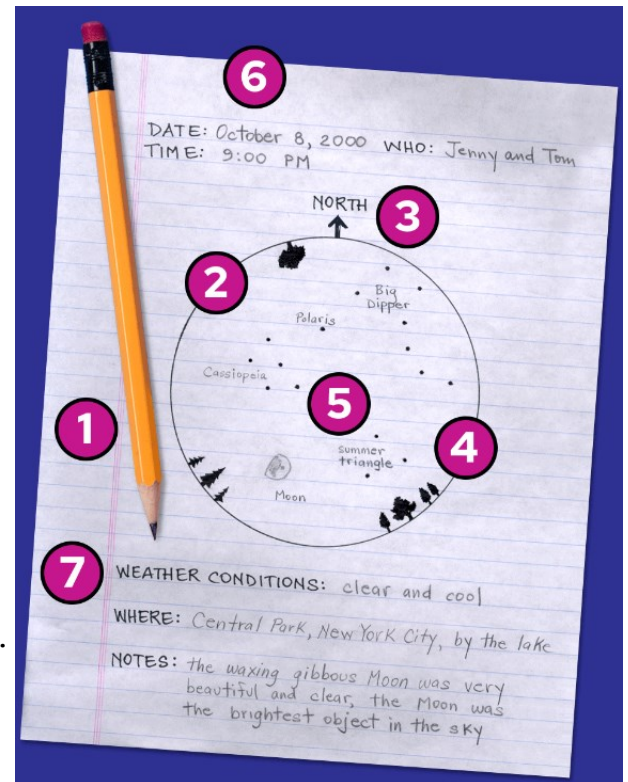
- Pencil
- Paper
- Flashlight
- Compass

Directions:

1. Make sure to use a pencil for this project. It makes it easier to move a star if you make a mistake.
2. Draw a circle on the paper at least 5 inches across. The circle represents the horizon on all sides.
3. Use the compass to determine which direction is north. Mark it on the circle.
4. Draw on the boundary of the circle some landmarks you see around you such as tree, buildings, etc.
5. Look straight up, sometimes lying down can help make this easier. Record what you see in the middle of the circle. Use little circles or dots to show the stars.
6. Make note of the date, time and who the observation was made with. This information is useful to help you figure out what you saw later on.
7. Note the weather too, the place and anything else you noticed about the sky that night.

Discussion Questions:

- What did you notice when you looked up at the sky? Was there anything you spotted that stood out to you?
- What do you think could be affecting the number of stars you see in the sky?



Special Activity

Underground Railroad: The Escape from Slavery

History of Slavery in the United States:

The Atlantic Slave trade arrived in the United States in 1619 when the first enslaved people arrived at Plymouth Rock. Originally classified as “indentured servants” this classification was false. Indentured servants were individuals who came to America with a contract to work in order to pay off a debt. While the job was often hard and lasted years, freedom remained a possibility. For the enslaved people arriving into America this was the furthest thing from the truth, freedom was never an option. The arrival of these enslaved individuals marked the starting point of slavery in America.

Over the course of the 17th century as European settlers continued to flood into North America, kidnapped people from Africa were brought along with them to be enslaved. It is recorded that 12.5 million Africans were kidnapped to the Americas but only 10.5 million disembarked alive to live a life of torture and brutality. To be an enslaved person meant having no human freedoms and to live in a system which was designed to erase their human identity. Enslaved peoples could not go where they wanted, work when or where they wanted, could not love, marry or have children when they wanted, were frequently subjected to horrific abuses, tortured and murdered. A common method of dehumanizing an enslaved person was to use a method known as “name erasure” where white enslavers would beat their new kidnapped enslaved people until they stopped using their given name and instead began using a name assigned to them by their enslaver.

Starting even before the American Revolution abolitionists began to introduce legislation (laws) which gradually saw the abolishment of slavery in some northern states such as Vermont and Pennsylvania. However, after the American Revolutionary War slavery was maintained in many of the new states. Slavery was even acknowledged through the constitution with the establishment of the electoral college and the 3/5ths rule. The 3/5ths rule allowed enslavers to count their enslaved people as extra votes which allowed southern states to have a fair chance at winning government elections. However the 3/5ths rule stated that enslaved people did not count as a full vote but rather were only 3/5th of a person.

Slavery continued into the 19th century (1800s) with tension over its existence growing. Northern states which had seen the industrial boom had eliminated the need/want for slaves meaning they became “free” states. Southern states however depended primarily on agriculture, growing cash crops such as tobacco, and cotton which demanded extensive manpower to cultivate. This led to the Southern states dependence on slavery to maintain

Special Activity

Their economy.

As the country continued to grow, slavery remained a contested topic with additional states joined the union. Compromises such as the Missouri Compromise in 1820, which made slavery illegal above the 36 degree, 30 degree latitude line, were used in to push the issue of slavery down the road until 1860 when Abraham Lincoln won the presidential election. Abraham Lincoln had both a political and moral objection to slavery. He believed that it to be an affront to the nation and that slavery went against everything the United States stood for as the land of the free. It's important to understand though while Lincoln did have a moral objection to slavery, he had a complicated belief system regarding racial equality. He believed in the hierarchy of races where white people existed at the top and black people existed at the bottom. While he did not believe black people should be enslaved he did not believe they existed on the same level as white people either. However this belief in a race hierarchy did nothing to sooth the tensions which had been growing throughout the United States for decades.

With Lincoln's win many southern states felt they had lost their voice in the federal government and illegally left the Union of the United States in order to create a new nation where the slave trade could not be removed from their constitution and economy. Over a six month period in 1861, 11 states seceded from the Union. States sent documents explaining their reasons to congress. Many of theses letters states similar sentiments to this letter received from South Carolina which stated, "...an increasing hostility on the part of non-slaveholding States on the institution of slavery, has lead to the disregard of their obligations and...have ceased to effect the objects of the constitution." While Mississippi stated, "Our position is thoroughly identified with the institution of slavery—the greatest material interest of the world." This succession led to the start of the American Civil War in April 1861 at the Battle of Fort Sumter. On January 1st, 1863 Abraham Lincoln signed the Emancipation Proclamation declaring the end of slavery and in 1865 the 13th amendment abolished slavery in the United States forever.

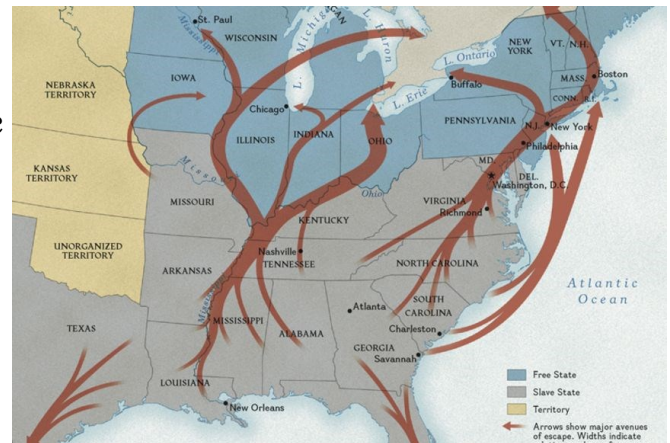
Underground Railroad and Escape to Freedom:

In 1833, Canada abolished slavery. This prompted many slaves in the United States to flee and make the dangerous journey up north to freedom. In order to reach this "Promised Land", freedom seekers would follow the "Underground Railroad". The underground railroad was a network of people and safe-houses that extended throughout fourteen states where travelers could find shelter and assistance. The exact number of slaves to escape using the Underground Railroad is unknown.

Special Activity

Underground Railroad: The Escape from Slavery

Great Risk, Great Reward: The decades leading up the civil war were an extremely dangerous time for slaves. In the 1840s the fugitive slave act provide large rewards for capturing and returning escaped slaves to their owners. It not only affected escaped slaves but also free African Americans who were sometimes kidnapped and sold into slavery by bounty hunters looking to get the reward. In 1857, the Supreme Court ruled in the famous Dred Scott v. Sanford case that black people were not allowed to sue for their freedom as they were not citizens and worst were not even seen as human. This ruling also meant African Americans had no legal protections. If a crime was committed against them, there was no right to trial. If they were murdered, their murderer could not be tried. If someone kidnapped them and sold them into slavery in a southern state, there was no legal recourse to regain their freedom.



Following this ruling for enslaved people, their only hope was to flee north into Canada. These freedom runs were lead by “conductors”. Conductor was a code word used by people involved in the Underground railroad, a conductor was a person who helped people escape by guiding them on their journey. One famous conductor on the Underground Railroad was Harriet Tubman. She was an escaped slave from Maryland who led approximately 19 trips to the south and freed approximately 300 African Americans from slavery.

Navigating the Underground Railroad:

In order to hinder the humanity of enslaved African Americans the right to knowledge, the gaining and sharing of it was something enslaved people were often horrifically punished for. Knowledge however was an important part of successfully escaping slavery. Since knowledge was illegal, most enslaved people lacked the ability to read and write and those who could often learned it in secret by watching white tutors teach the children of their enslavers. These people would then often share their knowledge with other enslaved people in secret night schools. The knowledge of reading and writing often also camp with knowledge of constellations and



Special Activity

Underground Railroad: The Escape from Slavery

underground railroad routes in order for people to learn how to make an escape. Escapees used markers such as the north star, Polaris, to find their way north and use constellations such as the big dipper to help locate the north star in the night sky.

Another method used by enslaved people to navigate the underground railroad was the pattern of their hair. Braided styles such as cornrows were often used to show map routes or hide messages for each other from their enslavers. Sometimes the braids showed the North Star constellation which could act as a map for people escaping. Braids also provided a place for enslaved people to hide gold, silver and rice which they could use for survival during their journey.

Songs represented another way for runaway slaves to communicate instructions and directions about the underground railroad. According to Folklorist, Ralph Metcalfe, music played an important part in the function of African society. Music was a common way for slaves to find solace and strength in their lives. It allowed people to keep hope alive and helped restore a feeling of humanity among enslaved people as they were punished by enslavers. Music also became a tool for conductors in the Underground Railroad. In the 1886 book, "Harriet, the Moses of Her People," author Sarah Bradford wrote how Harriet Tubman would convey information to friends on the night she planned to escape in song. Songs included important information an escaping slave would need to know such as time, landmarks, hazards, and safehouses. Some songs associated with Harriett Tubman are: "Wade in the Water", "Go Down Moses" and "Swing Low, Sweet Chariot".

Some historians are skeptical about the origin of some of the accepted Underground Railroad songs since many were not published until many years after the civil war however many scholars believe they are part of a rich oral tradition of African American folk songs which have been influenced by American music today.

[Links to Underground Railroad Songs:](#)

[Follow the Drinking Gourd](#)

[Wade in the Water](#)

[Go Down Moses](#)

[Steal Away](#)

Special Activity

Activity #1: Follow the Drinking Gourd

Music is believed to have played a large part in the Underground Railroad. Conductors would hide information in the lyrics of the songs allowing them to communicate right in front of slave owners without their knowledge.

Listen to or read the lyrics of “Follow the Drinking Gourd”. Can you find the hidden meaning in the words?

Supplies:

- Lyric sheets
- Phone/Laptop (optional)
- Lingo/Phrases Page
- Blank piece of paper

Directions:

1. Break into small groups of approximately 4-5 participants.
For young children they might need an adult to help assist with this activity and might have an easier time doing this as a large group.
2. If using a phone or laptop, play “Follow the Drinking Gourd” for everyone so they can hear what the song sounds like.
3. Give each group a set of lyrics and a lingo/phrase page.
4. Allow the groups approximately 5-15 minutes to read through the lyrics and use the lingo/phrases page to interpret the lyrics. As they interpret the lyrics, they should write down the directions on a separate piece of paper.
5. After everyone has had a chance to interpret the lyrics, come back together as a group.
6. Have each group share their interpretation of the directions they got from the lyrics.

Discussion Questions:

-



Follow the Drinking Gourd Lyrics

When the Sun comes back
And the first quail calls
Follow the Drinking Gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the Drinking Gourd.

The riverbank makes a very good road.
The dead trees will show you the way.
Left foot, peg foot, traveling on,
Follow the Drinking Gourd.

The river ends between two hills
Follow the Drinking Gourd.
There's another river on the other side
Follow the Drinking Gourd.

When the great big river meets the little river
Follow the Drinking Gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd

Underground Railroad Lingo and Phrases

Promised Land— Canada .

River Jordan— Ohio River .

Conductor— the person who led the slaves .

Station— a safe house .

Station Master— owner of the safe house .

Drinking Gourd— the big dipper and the north star .

Heaven— Canada, or freedom.

Stockholder— people who donated money, clothes, and food .

Moses— Harriet Tubman .

The wind blows from the south today— warning that bounty slave hunters were nearby .

A friend of a friend sent me— password for fugitive slaves traveling alone to indicate they were sent by the Underground Railroad .

When the sun comes back and the first quail calls— early spring, a good time of year to escape .

The river banks makes a mighty good road— reminder that tracking dogs can't follow the scent of slaves when they're in the water .

The dead trees will show you the way— reminder

Special Activity

Activity #2: Harriet Tubman & Owl Calls

In order to help people to safety while navigating the underground railroad Harriett Tubman had to become the ultimate naturalist and outdoors woman. Harriett Tubman learned to navigate challenging terrain, mimic bird sounds to communicate with other runaways, trap animals for food and use plant for both medicine and food. One of Harriett Tubman's most well known method of communicating with the slaves she was helping was by using owl calls to communicate.

Supplies:

- Cones (optional)
- Owl call sheets
- Blindfolds
- Owl Photos and Sounds

Setup:

1. Prior to starting the activity, set up the obstacle course in an open area. It can be as complicated or as simple as wanted.

Directions:

1. As a group review the common owls found in Maryland and listen to their calls. Repeat the calls a few times for the children so they can start to familiarize themselves with the calls.
2. Then play the calls again in a different order and see if the kids can match the sounds to the owl.
3. Once everyone has had a chance to learn the owl calls, break participants into groups of 3-4. Give each group an owl call sheet for reference.
4. Each group should work together to come up with a code using the owl calls for use during the obstacle course.
5. Once each group has determined their calls. It is time for the obstacle course. One participant will be the "caller". They will be at the end of the obstacle course. The rest of the participants will be blindfolded.
6. When told to start, each group will attempt to guide their participants through the obstacle course using the owl calls.
7. This activity can be either run as a relay, a timed race, or as a aim to complete it activity.

Discussion Questions:

- What did you think about having to communicate in code? Was there anything you found specifically challenging?
- Imagine you were doing this activity at night and in danger, how do you think you would have felt?

Owls and Owl Calls

Great Horned Owl

“Hoo-HOO-hoo”

The traditional owl call sound.



Owls and Owl Calls

Barred Owl

“Who cooks for you? Who cooks for
you too?”

Call is distinctive hoot that last 8-9
calls.



Owls and Owl Calls

Eastern Screech Owl Distinctive Horse Whiny

Call lasts typically 3-5 second.



Owls and Owl Calls

Northern Saw-whet Owl

“too-too-too”

Insistent series of whistled notes
at the same time and pitch.



Owls and their Calls

Owl:

Call:

What to Do:

Northern Saw-whet Owl



“too-too-too”

Eastern Screech Owl



Horse whiny

Barred Owl



**“Who cooks for you.
Who cooks for you
too?”**

Great Horned Owl



“hoo-HOO-hoo”

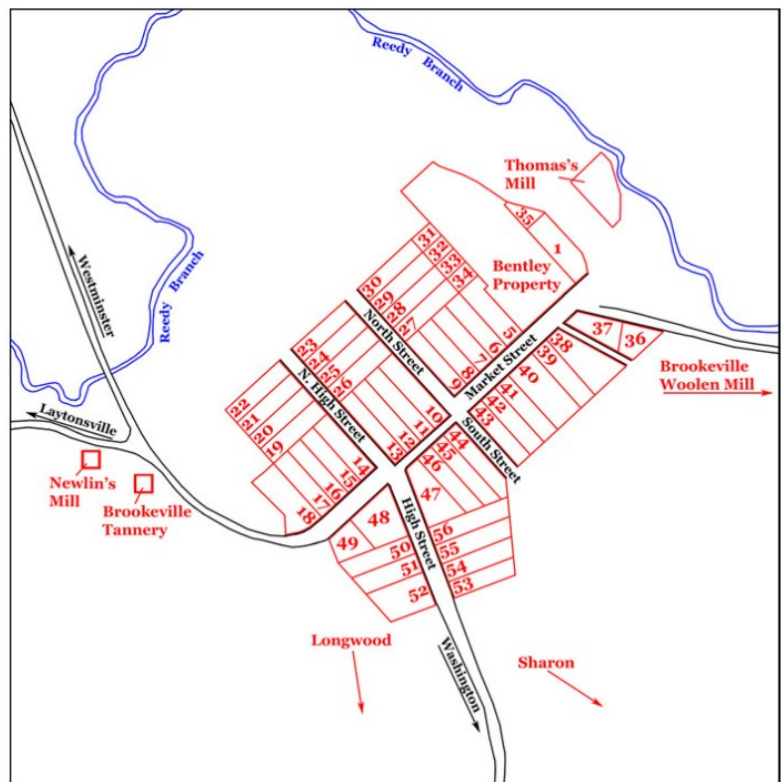
Special Activity

Brookeville: The Capital for a Day

From 1812 to 1815, the United States was engaged in a conflict with Great Britain known as the war of 1812. War broke out because of disagreements regarding U.S maritime law between the British and America which limited the United States' right to trade with countries such as France and Spain. On June 18, 1812 the president, James Madison signed the declaration of war.

On August 20, 1814 Secretary of State, James Monroe observed a large number of British troops marching towards Washington, DC. Mass panic set in as people began fleeing the capital to avoid the conflict. It is believed that 90% of the population left the city when the British arrived. Over the next six days, the conflict in and around the capital battered the American army forcing the government to flee DC. On Friday, August 26, 1814 President Madison and his party, arrived in the town of Brookeville. They stayed in the first house to offer them lodging in the house of Caleb and Henrietta Bentley.

Over the next few hours, the president communicated with his armies and advisors until during the night of Saturday, August 27 the President received a letter telling him to return to Washington because the British had left and it was safe to return. By 10am on Saturday, the President and his party were back on their way to Washington to reclaim the capital. As he departed he nicknamed Brookeville, "United States Capital for a Day".



Map of Brookeville as it looked in 1814 when it was the "United States Capital for a Day"

Special Activity

Activity #3: Brighton Woods Bill of Rights

One of the primary responsibilities of the Government is to uphold the Constitution. The Constitution is a list of inalienable rights every United States citizen is entitled to. The first 10 points of the constitution were established when the country was founded and is called the "Bill of Rights".

By yourself or in small groups, come up with the Brighton Woods Bill of Rights. This Bill of Rights should be the rights of every Girl Scout who comes to Brighton Woods.

Supplies:

- Paper
- Writing Materials
- Copy of US "Bill of Rights"
- Copy of Girl Scout Law

Directions:

1. Break participants into small groups of 3-4 and give them the supplies.
2. Have each group start by familiarizing themselves with the United States "Bill of Rights" and then the Girl Scout Law.
3. After they are familiar have each group create the Brighton Woods Bill of Rights.
4. Once everyone has had a chance to make their bill of rights, have the groups share what they thought were the rights everyone should have at Brighton Woods.

Discussion Questions:

- Why did your group decide on some of the rights? What considerations did you make when deciding which rights to add?
- How do your rights align with the Girl Scout Law? If they don't align with the Girl Scout Law what reasoning did you use to add them?
- After the group discussion, what were some common rights between the groups? What were some that weren't common? Why do you think these rights were or were not common additions?





Bill of Rights - Short Form



- 1st** Freedom of religion, speech, and press; rights of petition and assembly.

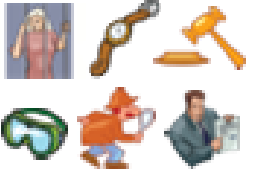


- 2nd** Right to keep and bear arms. 

- 3rd** No forced quartering of troops. 


- 4th** No unreasonable searches and seizures. 

- 5th** Right to due process of law, no double jeopardy or self-incrimination. 

- 6th** Rights of the accused: speedy and public trial by jury, clear charges, witnesses in defense and attorney. 

- 7th** Right to trial by jury in civil case. 

- 8th** No cruel or unusual punishments. 

- 9th** Other rights not included in Constitution. 

- 10th** State rights and powers. 



Girl Scout

Promise

**On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.**

Law

**I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong,
and responsible for what I say and do,
and to respect myself and others,
respect authority,
use resources wisely,
make the world a better place,
and be a sister to every Girl Scout.**

Special Activity

Activity #4: President of Brighton Woods

The President is the head of the United States government. Every four years, there is a presidential election where the country gets to vote to determine the next president. When a candidate is trying to become elected they engage in campaigning. Campaigning is when a person attempts to convince people to follow their plan/idea.

Presidents and their teams use a variety of methods to spread their message to others. One way past presidents spread their message was through the creation of campaign buttons/pins. The buttons let people know who the candidates were and often had a catchy slogan on them.

Take up the roles of a presidential candidate and make your own campaign button or pin.

Supplies:

- Cardstock
- Writing/Coloring Materials
- Scissors
- Hot Glue
- Pin backs
- [Snap Together Button Kit](#) (optional)

*Note: If you buy the button kits,
pin backs are not needed.*



Directions:

1. If using a snap together button kit, the follow the instructions on the box for materials and assembly.
2. Pass out a piece of paper, coloring materials, and scissors to every participants.
3. Have each participant draw a shape on their paper such as a circle. Have the participants create their campaign pin in the shape. Remember: Campaign pins usually have a catchy slogan so don't forget to add one.
4. Once done decorating the pin, cut out the shape.
5. Use the hot glue gun to attach the pin back onto the back.

Discussion Questions:

- Why did you pick the campaign slogan that you did? How do you think this would help you in an election?
- If you were to run a campaign for president, what would be some of the policies you would enact?

Commemorate and Reflect

One of the most important things to do at the end of any badge, journey, or project is to reflect on what occurred during that activity and remember some of the things that you did. **Take a chance and complete two reflection activities.** Ideas can be found here or come up with your own.

Activity #1: More of, Less of

This activity is a great way to review with your group what are some things that they like and some things that they didn't like during their camping trip.

Supply List: None

Directions:

1. This activity can either be done in small groups or as a large group.
2. Ask the participants to take a few minutes to brainstorm about something they would like to do more of the next time they go camping and what is something they would like to do less of.
3. One at a time, have the students share their more of, less of with the group.
4. As a group, discuss some of the ways that you can incorporate people's more of, less of ideas.

Activity #2: Jolly Rancher Reflections

This activity uses candy as a way to guide youth discussion about their time camping. Switch to alternative candy if dietary restrictions don't allow the use of jolly ranchers.

Supply List: Jolly ranchers

Directions:

1. Give each camper two jolly ranchers. The colors don't matter.
2. Let the camper choose one jolly rancher to eat right away (It's candy we don't want to make them wait!)
3. Then one at a time, have the campers choose answer a reflection question depending on the color of the jolly rancher that they have left.

Red: A moment they learned

Pink: A happy moment

Green: An angry or scary time

Blue: Favorite memory

4. Once they have shared their moment that correlates with their left over candy they can eat the remaining jolly rancher.

Commemorate and Reflect

Activity #3: Write a Letter to Yourself

This activity is a great way to create a record of the youth's thoughts and feelings they had during their camping trip. Letter can be written for each camp and reviewed at the end of the year.

Supply List:

- Writing/Drawing Materials
- Paper

Directions:

1. Give each participant a piece of paper and something to write/draw with.
2. Have them either write a letter or draw a picture to their future self about their time at camp.
3. Once they are done, have them fold the letter and put it somewhere safe. Take out and look at the letters/drawings at a later date as a troop to remember your time at camp!

Activity #4: Camping Picture Book

Let your groups inner artist and author come out as they work together to create a brief picture book inspired from their camping trip. Once done take a chance to share them with each other.

Supply List:

- Paper (printer) or print outs
- Coloring Materials
- Stapler or ribbon (for binding)
- Writing Materials
- Other craft supplies as wanted



Directions:

1. This activity can either be done individually or as a group. Give the participants a few sheets of paper and coloring and writing materials.
2. Before the kids start, give them a piece of paper and have them come up with a story first. Even if it's just a rough idea this will help them figure out what their story is.
3. Once they have come up with their idea, give them the paper they will use to make their book. If using the printouts, give them the printouts.
4. Let them make their book. This is their book! Let them go wild and have some fun. For youth who cannot write, an adult can write for them while the child dictates the story.

Outdoor Badges by Girl Scout Level

Outdoor Badge Theme	Daisy	Brownie	Junior
Art in the Outdoors	Outdoor Art Maker	Outdoor Art Creator	Outdoor Art Explorer
Outdoor Explorer		Outdoor Adventurer	Horseback Riding
Adventure		Letterboxer	Geocacher
Outdoors		Hiker	Camper
Naturalist		Bugs	Flowers
Troop Camping	Buddy Camper	Cabin Camper	Eco Camper
Environmental Stewardship	Eco Learner	Eco Friend	
Snow or Climbing Adventure	Snow Play or Bouldering	Cross-Country Skiing or Rock Climbing	Slope Sliding or Recreational Tree Climbing
Trail Adventure	Jogging or Outdoor Hiking Games	Trail Running Basics or Roamer	Trail Running or Day Hiking
Outdoor Badge Theme	Cadette	Senior	Ambassador
Art in the Outdoors	Outdoor Art Apprentice	Outdoor Art Expert	Outdoor Art Master
Outdoor Explorer	Archery	Paddling	Ultimate Outdoor Recreation Challenge
Adventure	Night Owl	Traveler	
Outdoors	Trailblazing	Adventurer	
Naturalist	Trees	Sky	Water
Troop Camping	Primitive Camper	Adventure Camper	Survival Camper
Environmental Stewardship	Eco Trekker	Eco Explorer	Eco Advocate
Snow or Climbing Adventure	Slope Sliding II or Outdoor Climbing I	Snow Camping or Outdoor Climbing II	Snow Trekking or Climbing Adventure
Trail Adventure	Long Distance Trail Running or Trail Hiking Challenge	Competitive Trail Running or Backpacking	Trail Running Coach or Trekking

Resources for Girl Scout Volunteers

Information:

- [Girl Scouts Nation's Capital Website](#)
- [Camping Resources](#)
- [Camping & Outdoor Readiness Guide](#)
- [About our Camps \(Maryland\)](#)
- [About our Camps \(West Virginia\)](#)
- [About our Camps \(Virginia\)](#)
- [High Adventure](#)
- [Upcoming Trainings](#)
- [Volunteer Toolkit](#)

Rentals and Reservations:

- [Camping Equipment Rentals](#)
- [Camping Reservations](#)

Online Store:

- [Girl Scouts Online Store](#)
- Explore Camp Patches: To order a patch, call 202-274-3312 or email gsshop@gscnc.org

Council Contact:

- Girl Scouts Nation's Capital: customercare@gscnc.org
202-237-1670
- Camping Services Department: camp@gscnc.org

Camp Brighton Wood Patch Program Activity Guide

Outdoor Skill Activity: Complete both.

Activity #1: Track the Trail Signs

- ☐ Participants will practice reading and following trail signs.

Activity #2: Read Nature like a Compass

- ☐ Participants will explore nature and look for navigational signs.

Challenge Mode: Sun Compass

- ☐ Participants will learn to use the sun to navigate.

Nature/STEM Activity: Complete two.

Activity #1: Shapes in the Stars

- ☐ Discover how ancient cultures found meaning in the constellations and create their own constellation and story.

Activity #2: Flashlight Constellations

- ☐ Create the constellations and teach others about them.

Activity #3: Sky Journal

- ☐ Use skills of observation to map the stars to create a night map.

Hike: Complete one.

Activity #1: Navigate the Night

- ☐ Identify constellations in the sky to navigate a hike at night.

History of Brighton Woods: Complete two.

Activity #1: Follow the Drinking Gourd

- ☐ Participants will understand how escaping slaves would hide meaning/directions in songs

Activity #2: Harriett Tubman & Owl Calls

- ☐ Participants will learn how Harriett Tubman signaled to escaped slaves and practice using those signals themselves.

Activity #3: BW Bill of Rights

- ☐ Youth will establish a bill of rights based on the Girl Scout Law

Activity #4: President of BW

- ☐ Youth will create a campaign pin as if they were aiming to become president of Brighton Woods

Commemorate and Reflect: Complete two.

Activity #1: More of, Less of

- ☐ Each participant will share one More of, Less of with the group.

Activity #2: Jolly Rancher Reflections

- ☐ All youth will share one memory related to the color of their jolly rancher.

Activity #3: Letter to Future Self

- ☐ Participants will write/draw a letter to their future self to be read at a different time.

Activity #4: Camping Picture Book

- ☐ Youth will make a picture book related to their camping experience and share it with the group.